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ABSTRACT

Rationale and format are presented of some new adult learning materials developed for illiterates being served by the Philippines Rural Reconstruction Movement (PRRM). In part 1 the project's background, objectives, and curriculum design are introduced. The primary objective is defined as the intent to broaden the scope of PRRM's functional literacy program by integrating family planning concepts into the curriculum. It is reported that in order to make the curriculum relevant to rural Filipinos, a survey was conducted to determine levels of living, knowledge, attitudes, and practices at the local level. The remainder of part 1 focuses on the curriculum. For example, literacy materials are given to the student one lesson at a time, and the materials begin each lesson with a lead sentence closely related to the student's daily problems. A syllable chart demonstrates the manner in which syllables are introduced. Part 2 continues with a description of the lessons: each two hour session is divided into two parts; the first hour is devoted to group discussion and the second hour to language arts skills. Also in this part the teacher's role is defined, and the survey instrument and individual progress form are included. (CSS)

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methods process materials

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World Education has been assisting in adult education programs in many different parts of the world. Each of these programs is situation-specific, but some underlying common principles are beginning to emerge. Our experience amply shows, for example, the value of curriculum materials that evoke critical thinking and group interaction, since they give adult learners meaningful opportunities to exercise their maturity and to increase their sense of worth. Admittedly, experimentation in this field is still new: there is much yet to be learned about how effective adult learning takes place.

The purpose of this kit and others in this World Education series is simply to give a close-up view of the rationale and make-up of some new adult learning materials as they are being developed in specific projects. To keep the focus sharply on the "how" and "why" of materials development, background information on the project as a whole has been kept to the minimum. More detailed studies of the overall program are in many instances available from World Education.

Our choice of projects to be included in this series has been influenced by considerations such as the following: Have special efforts been made to ensure that the content is relevant to the adult learner? Does it include knowledge and skills immediately applicable to daily life? Does it help to broaden the learner's understanding of alternative courses of action? Is family planning an integral and important component of the curriculum? In their format or presentation, do the materials help to engage the learner in problem analysis, reflection, and decision-making? Has special attention been given to ways of expediting literacy skills development?

The projects included in this series are not intended as "models." Our hope is that their creative approaches will give practical encouragement to field practitioners' own efforts.

The reader is invited to draw up a set of criteria of his own for comparative study of these approaches. World Education would also welcome suggestions for additions to and improvement of this series.

CE 017 843

1· the philippines/prrm:part one

BACKGROUND

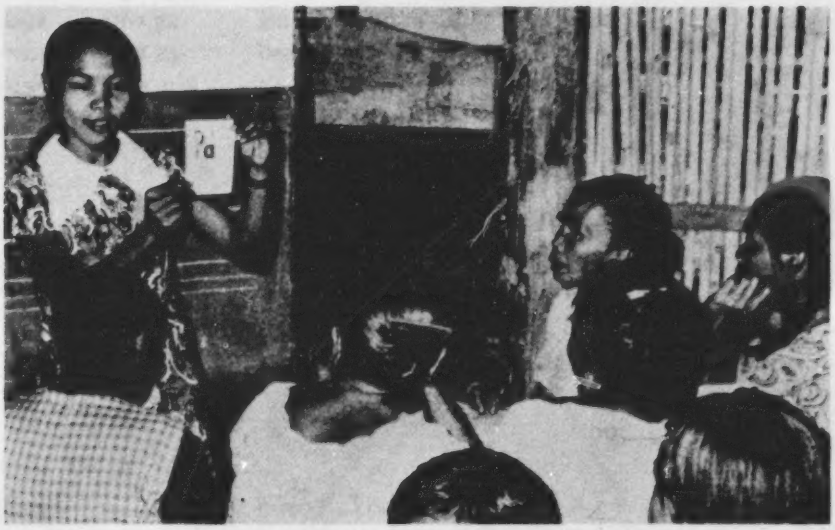
The reluctance of the adult illiterate to enroll in literacy classes, in full view of friends and relatives, is considered a problem in the Philippines as in many other developing countries. The need to safeguard the dignity of the adult learner and to increase his motivation has led to a search for new methods and materials in a project under the sponsorship of a national nongovernmental agency, the Philippines Rural Reconstruction Movement (PRRM), assisted by World Education since 1970.

OBJECTIVES

The aim of the PRRM/WE project is to broaden the scope of PRRM's ongoing functional literacy program by integrating concepts of family planning into the curriculum. The program is developed with the active cooperation of local communities. These communities must first establish a local Population Education Board to shoulder responsibility for organizing and supervising the classes.

The specific objectives of the project are:

- Preparation and production of learning material for adults to interest them and increase their awareness of the role and importance of family planning.
- Preparation of literacy primers and teachers' guides.
- Training of teachers to use these materials effectively.
- Systematic testing and revision of materials for wider use.
- Determining changes in attitudes and behavior of both students and teachers over a given period of time (one to four years).
- Expanding the experimental program to cover a wider area and to help strengthen other development programs.



CURRICULUM DESIGN

Practical experience in the first year indicated that the emphasis on family planning kept many men from joining classes, since family planning was considered women's business. To make the curriculum relevant to rural Filipinos, each of the Population Education Boards conducted a preliminary survey of levels of living, knowledge, attitudes, and practices at the local community level. Information collected in this way served as the basis for determining the content and approach of the new primer.

The survey included basic personal data of the population interviewed (e.g. age, occupation, family size) as well as the adult's opinions on self-help, livelihood, health, family planning, and the like. The key topics identified through this survey make up the four sections of the curriculum: economic, social, political, and family planning education.

Integration of family planning population education with the other three content areas is assured throughout, beginning with the aims of each unit.

Format

Literacy materials of the PRRM/WE project are mimeographed and in loose-leaf form. They are given to the students one lesson at a time.

The "Lead Sentence Approach"

Based on the initial study of the environment in which potential adult learners live, each lesson begins with a lead sentence closely related to daily life problems of students. Several requirements govern the choice of the sentence:

- It must have relevance for the learner; in fact, "intense meaning, realism, and emotional content."
- It must stimulate discussion and lead to the critical concern and involvement of the participants.
- It must conform to typical expressions of the people.
- It must be made up of words containing the basic sounds and syllables of the language.

Lead sentences, introducing lesson units, are often statements of accepted practice:

"Immunization and pigpen safeguard the pig and piglet."
"There is money in mushrooms."
"Pregnant women should consult the doctor."

Lead sentences are accompanied by line drawings in which key objects or persons are numbered. Corresponding words in the lead sentences are also numbered to match the drawing. In this way, participants have immediate visual reference both to the ideas being discussed and their written equivalent. Feedback since 1971 indicates that the association of words and pictures through numbers is an effective way to help adults acquire literacy skills more quickly.

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SYLLABLE CHART

Vocabulary control charts, listing syllables used in each course, are made available to teachers. The chart below from the Teacher's Manual shows the 139 syllables in the order in which they were introduced in the different courses (19 lessons). The teacher's guide also analyzes these syllables lesson by lesson.

COURSES

	A	B	K	D	E	G	H	I	L	M	N	NG	O	P	R	S	T	U	W	Y
Economic	a at ay ang	ba Ba boy	ka ku kit	da Da		ga		it It	lu lay log la	Mag Ma mo mil	na nang ni nim nok	ng ngan	od	pa pe pi pak	ra	sa sog si siw san	ta til tang ti tin te	u	wa wat way wan	yo you yan yang
Social & Political	Al al an	bar bi ber bo ban	kap kal kon ki kan kas	del de dor den din di		Go go gan gu	ha hal hi hay han hu	i	lan lai lo lak li	mga man may mi mang	nan nu nong nag	nga	o or	pre pag pad pan pang pat po	rap ru ri ran	sang se su	tak tan tu tong tas		wi wad	
Health		bun	kod kar	dan dok		gas	hag			mun	ne nak					sul	taw to tis tor			
TOTAL	6	8	11	9	0	5	7	2	9	10	12	3	3	11	5	9	16	1	6	6

Total number of syllables: 139
Average number of syllables per lesson: 7.3

LITERACY SKILL DEVELOPMENT

The second half of each two-hour session is devoted to study of individual words of the lead sentence. Numbered words in the sentence are recognized by matching those words with the corresponding numbered illustrations. The unnumbered words are treated as sight words.

Syllable cards are used to give practice in recognizing and working with syllables. New words are also formed from the syllable cards.

Because students usually find satisfaction in the day's lesson when they can read and write what they have learned, they are given writing sheets to practice on. Writing sheets are prepared for the learners for this purpose. The lead sentence is written on the top line for them to copy.

METHODS OF INVOLVING THE ADULT LEARNER

Each lesson is divided into two parts of one hour each: the first is devoted to group discussion, and the second to language arts skills. Since the topics of the lesson are within the life situations of adult learners, they are encouraged to draw from their own experiences in discussing the problems. "Group Discussion" is an important step in "Group Study," which covers technical, sociological, and mathematical aspects of the topic in an integrated manner.

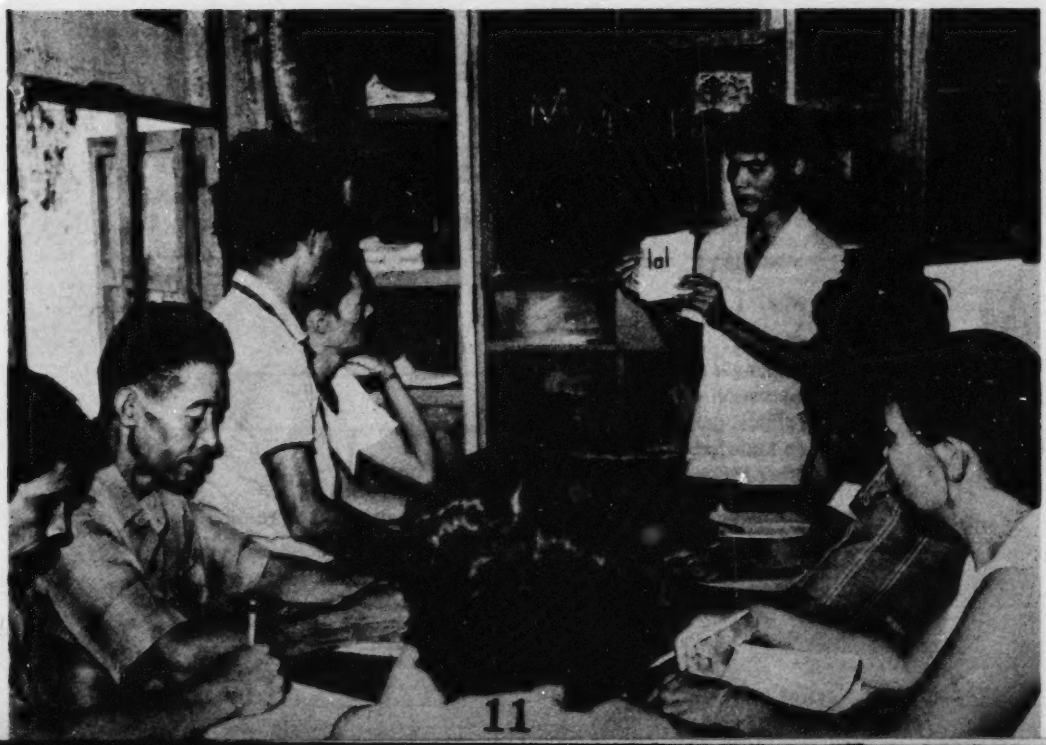
To guide the class in studying a problem analytically, lead questions are suggested in the Teacher's Guide.

Sample lead questions on land use:

Technical: What new methods of farming have you been using or have you heard of?

Sociological: Why is there a slow implementation of the new methods of farming? How can we solve this? (Discussion includes how the problem affects the basic needs of the family and the quality of family life.)

Mathematical: How much increase in income does a farmer get if he uses the new methods of farming?



Practical activities related to problem solving are included in the lesson plans for each part of the curriculum. For example: the unit on rice farming may include field trips to nearby successful farms using modern agricultural methods; or the class may invite technical people (extension workers, cooperative organizers, family planning workers) to present information and demonstrations to the class.

TEACHER'S ROLE

- To promote class discussion around the picture topic.
- To help students grasp and develop the central idea of the lead sentence.
- To help students "unlock" the syllables in the lead sentence to analyze the sentence into its components, and to practice writing.

Population literacy teachers receive preservice training and are brought back for refresher courses from time to time. Some training time is spent on understanding the psychology of the adult learner and methods and techniques of literacy education. Teachers are asked to stimulate discussion by the use of drawings, and by questions provided in the teacher's manual. They are encouraged to become "participant-educators."

For the use of this material we are greatly indebted to Mr. Armando Baltazar, President of PRRM, and to Mr. Antonio P. Santiago and Miss Concepcion E. Madayag whose creative minds brought the "Lead Sentence Approach" into being.

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EVALUATION

The PRRM/WE population project has thus far utilized two evaluative activities:

1. a preliminary survey to determine the interests and problems of potential literacy students

2. feedback on the progress of each individual enrolled in classes by means of an Individual Progress Form to be filled in by the teacher

Preliminary Survey:

Sample Questions on Health

a. Do you have a toilet? ☐ yes ☐ no
If there is, what type?
   1. bowl with flush
   2. antipolo type
   3. open bowl
   4. other type

Do you have a garbage pit? ☐ there is ☐ none
If you have, is there a cover on it? ☐ there is ☐ none

b. Where do you throw your garbage?
   1. well
   2. river
   3. other places

c. Where do you get water for drinking?
   1. artesian well (government)
   2. artesian well (non-government)
   3. open well
   4. river
   5. water from rain

d. Where do you ask consultation for sickness?
   1. barrio health center
   2. personnel of Maternal and Child Health (PRRM)
   3. municipal center
   4. faith healer
   5. others

e. How do you understand family planning?
   1. abortion
   2. to have a child at times desired
   3. birth control
   4. child spacing
   5. other

Sample Questions on Animal Husbandry and Vegetable Raising

What animals do you raise?

Animals	Number
carabao (water buffalo)	
cow	
horse	
pig	
goat	
chicken	
pigeon	
duck	
dog	
other animals	

Do you cure a sick animal? ☐ yes; ☐ no

If not, why?

1) How many hectares is your farm or rice field?

2) What do you plant in your:

Farm	Vegetable Farm	Backyard

1. Are you using a fertilizer?
   ☐ yes ☐ no
2. Are you using an insecticide?
   ☐ yes ☐ no
3. Do you have irrigation?
   ☐ yes ☐ no

3) Where did you learn scientific methods of farming?

a) PRRM
b) PACD*
c) other farmer
d) friend or relative
3) APC*

*government agencies

4) Do you raise mushrooms? ☐ yes ☐ no

Sample Questions on Livelihood

a. Cooperative

Are you a member of any of the following cooperatives?

1. Credit Union
2. Buying Club
3. Farmers Association
4. Consumers' Cooperative

If you are not a member, what's your reason?

1. Hesitant about cooperatives
2. Takes long times to acquire loan
3. There are lenders outside cooperatives
4. No cooperative
5. Other reason

b. Home Activities

What is your home activity (way of earning an income)

1. dress-making
2. tailoring
3. embroidery
4. crocheting
5. bamboo craft
6. bag-making
7. food processing
8. others

If you do not have any, why?

1. no capital
2. lack of instructor
3. lack of materials
4. easy to purchase
5. no interest
6. other reasons

Sample Questions on Self-Government

a. Have you attended a meeting called and administered by the Barrio Council?

☐ attended ☐ not yet

If not, why?

1. no time
2. meeting is late
3. discussion is boring
4. political party indifference
5. no knowledge about meeting
6. other reasons

b. Are you a member of a civic or religious organization in the barrio?

☐ member; ☐ no

If you are a member, what organization?

Individual Progress Form

Teachers are asked to keep records on the progress of each participant in the population literacy classes, using the form shown below:

LITERACY AND FAMILY PLANNING EDUCATION

Teache :_____ Date:_____

Lesson No.:_____ Place:_____

Attendance:_____ No. Absent:_____

Length of Lesson:_____

Subject Matter: Accomplished:

Syllables:_____

Words:_____

Others:_____

_____

Difficulties Met:

_____

_____

Suggestions:

_____

_____